

## Course Material Submission Form OAN Match Definition Form

<b>Today's Date:</b>	<b>9/26/07</b>
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<b>Use this table to specify institutional data</b>	
<b>College/University:</b>	<b>University of Toledo</b>
<b>Name and title of individual submitting on behalf of the college/university</b>	
<b>Name:</b>	<b>Laurie Dinnebeil</b>
<b>Title:</b>	<b>Professor</b>
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<p><b>Indicate the reason for this submission:</b></p> <p> <input checked="" type="checkbox"/> <b>New Course Match</b>  <input type="checkbox"/> <b>Course Renumbering Only (do not use for calendar changes)</b>  <input type="checkbox"/> <b>Revised Materials - Faculty review panel requested clarification</b>  <input type="checkbox"/> <b>Revised Materials - Institution submitting additional information</b>  <input type="checkbox"/> <b>Revised Materials - Course content revised by institution, including situations of both content and credit hour change</b>  <input type="checkbox"/> <b>Revised Materials - Other</b> </p> <p><b>Describe specific revisions being made for "Revised Materials" submissions:</b></p>  <p><b>Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):</b></p> <p><b>This class is required as a preprofessional education requirement.</b></p>
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<p><b>Table 1 - Use this table to describe the course match for which materials are being submitted for the first time or revised.</b></p> <p><b>Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)</b></p> <p><b>Semester institutions complete this row:</b></p> <p><b>2008 Academic Year</b>      <input type="checkbox"/> <b>Summer</b>   <input type="checkbox"/> <b>Autumn</b>   <input checked="" type="checkbox"/> <b>Spring</b></p> <p><b>Quarter institutions complete this row:</b></p> <p><b>20</b>            <b>Academic</b>      <input type="checkbox"/> <b>Summer</b>   <input type="checkbox"/> <b>Autumn</b>   <input type="checkbox"/> <b>Winter</b>   <input type="checkbox"/> <b>Spring</b></p> <p><b>Year</b></p>
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<b>Ohio Articulation Number (OAN)</b> (Use a separate form for each OAN.):	<b>OED004</b>	
<b>Number of courses in the match:</b>	<b>1</b> (up to 10)	
<b>Current status of match:</b>	<input checked="" type="checkbox"/> <b>First time submission</b>	
	<input type="checkbox"/> <b>Approved</b>	<input type="checkbox"/> <b>Submitted</b> <input type="checkbox"/> <b>Disapproved</b>
	<input type="checkbox"/> <b>Error</b>	<input type="checkbox"/> <b>Resubmitted</b> <input type="checkbox"/> <b>Pending</b>
	<input type="checkbox"/> <b>Error with enrollment</b> <input type="checkbox"/> <b>Not submitted</b>	
<b>Course or Courses being matched to or currently matched to the OAN listed above.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<b>Course Number</b>	
	<b>1.</b>	<b>SPED 2040</b>
	<b>2.</b>	
	<b>3.</b>	
	<b>4.</b>	
	<b>5.</b>	
	<b>6.</b>	
	<b>7.</b>	
	<b>8.</b>	
	<b>9.</b>	
<b>10.</b>		

<b>Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.</b>					
<b>Course Number.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<b>SPED 2040</b>	<b>Course Title:</b>	<i>Perspectives in the Field of Exceptionalities</i>		
<b>Hours</b> (be sure that the hours for this course matches the hours in the OAN.)					
<input checked="" type="checkbox"/> <b>Semester Hours</b>			<input type="checkbox"/> <b>Quarter Hours</b>		
<b>Total Credit Hours</b>	<b>3</b>	<b>Lecture Hours</b>		<b>Laboratory Hours (if applicable)</b>	
<b>Course Placement in Major:</b>			<input checked="" type="checkbox"/> <b>Major Requirement</b> <input type="checkbox"/> <b>Major Elective</b> <input type="checkbox"/> <b>Major Not Offered</b> <input type="checkbox"/> <b>Other</b>		
<b>Pre-Requisite Course work (if applicable)</b> (Be sure this is consistent with the OAN definition): <b>none</b>					
<b>Catalog/Course Description:</b> Synthesis of the cross-categorical components required of special education. Issues addressed: causes and characteristics for disabling conditions and issues related to persons with disabilities, i.e., identification, intervention strategies, educational settings. Role of professionals in the field of special education.					
<b>Texts/Outside Readings/Ancillary Materials</b> (Be sure that the text meets performance					

<p>expectations):  <b>Heward, W. L. (2006). <i>Exceptional Children: An Introduction to Special Education</i>. (8<sup>th</sup> ed.). NJ: Pearson Merrill Prentice Hall.</b></p>
<p><b>Course Objectives and/or Plan of Work:</b>          (Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)  <b>See attached syllabus</b></p>
<p><b>Description of Assessment and/or Evaluation of Student Learning</b> (The assessment plan needs to be appropriate for the expected rigor of the course) :  <b>See attached syllabus</b></p>
<p><b>Master Syllabi and Working Syllabi (if both are used):</b>  <b>See attached syllabus</b></p>
<p><b>Additional Documentation:</b></p>

**OBR Use**

<b>Approved-Effective Date</b>	
<b>Pending (i.e. Additional Information Requested)</b>	
<b>Disapproved</b>	
<b>Today's Date</b>	

The University of Toledo  
 Judith Herb College of Education  
 Department of Early Childhood, Physical, and Special Education

**Syllabus**

*SPED 2040: Perspectives in the Field of Exceptionalities*

**Credit: 3.0 semester hours**

**Required Text:** Heward, W. L. (2006). *Exceptional Children: An Introduction to Special Education*. (8<sup>th</sup> ed.). NJ: Pearson Merrill Prentice Hall.

**Course Description:** Synthesis of the cross-categorical components required of special education. Issues addressed: causes and characteristics for disabling conditions and issues related to persons with disabilities, i.e., identification, intervention strategies,

educational settings. Role of professionals in the field of special education.

**Goals/Objectives:**

1. Articulate current and historical foundations, legal issues and mandates, theories, and philosophies of special education as well as overview of current issues
2. Demonstrate an understanding of definitions, identification procedures, causes, and prevalence of specific exceptionalities
3. Demonstrate an understanding of the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education
4. Demonstrate an understanding and knowledge of the similarities and differences in cognitive, physical, cultural, social, emotional needs among students with and without exceptionalities and the implications of those for education and living
5. Demonstrate an understanding and knowledge of etiological factors and differential characteristics of students with exceptionalities and the educational implications of those characteristics
6. Present the effects exceptional conditions may have on an individual's life, including interpersonal functioning, and language development
7. Articulate various strategies for differentiating curriculum, instruction, assessment and classroom learning environments
8. Identify the special education and the general education teacher's roles in educating students with special needs
9. Become familiar with the IEP and its impact on a student's education

**Ohio Standards for the Teaching Profession Addressed:**

**Standard #1:** Students -- Teachers understand student learning and development, and respect the diversity of the students they teach.

**Standard #3:** Assessment -- Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Standard #4:** Instruction -- Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Standard #6:** Collaboration and Communication -- Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

**Class Activities and Requirements:**

The student is required to complete the following assignments:

1. Attend class and participate in class discussions and activities (20%).
2. Read chapters in text, additional readings assigned, and glossary terms.
3. Complete and pass five quizzes and a final exam (40%).
4. Develop an intervention notebook that contains activities or intervention strategies for working with students with disabilities in five disability areas (20%).
5. Complete web-based activities (20%).

**Evaluation Ratings:**

A	94%+	B+	87-89	C+	77-79	D+	67-69
A-	90-93	B	83-86	C	73-76	D	63-66
		B-	80-82	C-	70-72	D-	60-62

**Class Schedule: SPED 2040**

Session	Topic	Readings/Assignments
8/20	Course Overview, History of Special Education, Foundations of Special Education	Heward Chapter 1
8/27	Students with Disabilities, Prevalence, Classification, IDEA & Other Laws, and Special Education Services	Heward Chapter 2
9/10	The Process of Special Education, Collaboration, IEP's, LRE, and Inclusion	Heward Chapter 3
9/17	Family/Parent Involvement, Families of Children with Disabilities, Developing & Maintaining Family/Professional Partnerships, Culturally/Linguistically Diverse Families, Home/School Communication Quiz 1	Heward Chapter 4

<b>Session</b>	<b>Topic</b>	<b>Readings/Assignments</b>
9/24	Mental Retardation, Identification & Assessment, Characteristics, Prevalence, Causes & Prevention, Placement Options, Educational Approaches, and Current Issues & Trends	Heward Chapter 5
10/1	Learning Disabilities, Definitions, Characteristics, Prevalence, Causes, Identification & Assessment, Placement Options, Educational Approaches, and Current Issues & Trends Quiz 2	Heward Chapter 6
10/8	Emotional and Behavioral Disorders, Definitions, Characteristics, Prevalence, Causes, Identification & Assessment, Placement Options, Educational Approaches, and Current Issues & Trends	Heward Chapter 7
10/15	Autism Spectrum Disorders, Definitions, Characteristics, Prevalence, Causes, Screening & Diagnosis, Placement Options, Educational Approaches, and Current Issues & Trends	Heward Chapter 8
10/22	Communication Disorders, Definitions, Characteristics, Prevalence, Causes, Identification & Assessment, Service Options, Educational Approaches, and Current Issues & Trends Quiz 3	Heward Chapter 9
10/29	Deafness & Hearing Loss, Definitions, Characteristics, Prevalence, Types & Causes, Identification & Assessment, Technologies & Supports, Placement Options, Educational Approaches, and Current Issues & Trends	Heward Chapter 10
11/5	Blindness & Low Vision, Definitions, Characteristics, Prevalence, Causes, Placement Options, Educational Approaches, and Current Issues & Trends Quiz 4	Heward Chapter 11
11/19	Physical Disabilities, Health Impairments, ADHD, Characteristics, Prevalence, Causes, Placement Options, Educational Approaches, and Current Issues & Trends	Heward Chapter 12
11/26	Severe/Multiple Disabilities, Deaf-Blindness, Traumatic Brain Injury, Characteristics, Prevalence, Causes, Educational Approaches Quiz 5	Heward Chapter 13 Intervention notebook due
12/3	Gifted & Talented, Characteristics, Prevalence, Identification & Assessment, Educational Placement Alternatives, Educational Approaches, and Current Issues & Trends Course Evaluation	Heward Chapter 14 & 15
12/10	Early Intervention, IDEA & Early Childhood Special Education, Screening, Identification & Assessment, Curriculum, Service Delivery Alternatives, Current Trends, and Transition Planning	Have a great vacation!

Session	Topic	Readings/Assignments
	Final Exam	

**INSTRUCTOR RESERVES THE RIGHT TO ADJUST THE SCHEDULE OR PACE OF THE COURSE, AS STUDENT NEEDS DICTATES**

**Professionalism**

To ensure a learning environment where uninterrupted attention can be placed on critical issues surrounding educating students with disabilities in the general classroom, you are expected to:

- Attend all class sessions, arrive on time
- Actively participate during class
- Complete required readings prior to class
- Meet all assignment deadlines

In order to guarantee a “business-like” atmosphere – one in which each person can maintain his/her sense of humor and train of thought, all class members are expected to maintain a professional demeanor.

As your instructor, I welcome opportunities to meet with you to discuss concerns, interests, or directions for assignments. Approaching me right before class begins is probably not the best of timings; it would be more productive to set up a specific meeting time to properly address your agenda and or problem solve. E-mail is also an effective mode of communication. Failure to meet the above requirements/expectations will result in deduction of points and subsequent lowering of the final course grade.

Academic integrity is expected as defined by the *Undergraduate/Graduate catalog*: Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. (*Undergraduate/Graduate Catalog, 2006-2008, p. 29*)

The UT Office of Accessibility is located in Snyder Memorial Building, Room 1400 (419) 530-4981 ([www.student-services.utoledo.edu/accessibility](http://www.student-services.utoledo.edu/accessibility)) and is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. You will need to provide documentation of your disability to this office to obtain services. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require exam and/or other accommodations, please contact the professor early in the semester so that appropriate accommodations may be made in a timely manner. Please feel free to contact the professor to schedule an appointment to discuss these issues. Your special needs will be handled in a confidential manner.

### Selected Bibliography

- Friend, M. (2006). *Special education: Contemporary perspectives for school professionals*. Upper Saddle River, NJ: Pearson Education.
- Gargiulo, R. M. (2006). *Special education in contemporary society*. Belmont, CA: Wadsworth.
- Hardman, M. L., Drew, C. J., Eagen, M. W., & Wolfe, B. B. (2005). *Human exceptionality: School, community, and family* (8<sup>th</sup> eds.). Boston, MA: Allyn & Bacon.
- Smith, D. D. (2004). *Introduction to special education: Teaching in an age of opportunity*. Upper Saddle River, NJ: Pearson Education.
- Turnbull, R., Turnbull, A., Shank, M., & Smith, S. (2004). *Exceptional lives: Special education in today's society*. Upper Saddle River, NJ: Pearson Education.

Articles within the last ten years from the following journals

Beyond Behavior  
Interventions in Schools and Clinic  
Teaching Exceptional Children  
Preventing School Failure  
Journal of Applied Behavior Analysis

Course Requirements:

**Class Attendance and Participation:** Attend class and participate in class activities/discussion. Class roll will be taken. Class attendance and participation accounts for 20% of your class grade. Please read the assigned readings (text chapters and handouts given in class) prior to the class and be prepared to share/discuss the material you have read.

**Quizzes and Final Exam:** The questions on the quizzes and on the final exam will be based on lectures/discussions, textbook readings, and supplemental handouts. The common question types on the quizzes will be multiple-choice and fill-in-the-blanks. There will be short answer questions on the final exam. Please don't miss any of the quizzes or the final exam. Accommodations will be made only in cases of extenuating circumstances (with appropriate documentation).

**Intervention Portfolio:** The intervention portfolio should consist of activities or strategies for working with students with disabilities. You will need to select five disability areas and come up with two activities or teaching strategies for each area. You can use the *resources on the Companion Web site or journals to identify the material*. You must show evidence that you have read the articles containing the activities/strategies by providing a brief summary of the activity/strategy and the rationale for including it in your portfolio.

**Web-based Activities:** You will be completing two web-based activities: (a) Simulations, and (b) IRIS differentiated instruction case study. The URL for all the activities will also be posted on the WebCT course site.

For Simulations, you will visit  
<http://www.pbs.org/wgbh/misunderstoodminds>. Click on the attention section and

try the activities under Experience Firsthand. Similarly complete the Experience Firsthand activities under reading, writing, and math sections.

For IRIS differentiated instruction case study, visit the following URL <http://iris.peabody.vanderbilt.edu/casestudies.html> and select one academic area. Select the Case Study Level A Case 2 and complete the assignment for the case study.

## **INTERVENTION PORTFOLIO DIRECTIONS**

1. Select any five areas from the 12/13 disability areas (MR, LD, etc.), gifted and talented, and at-risk categories covered in the class.
2. Search the Internet and identify TWO articles/papers/handouts that contain strategies to work with students with disabilities related to each area.
3. Make a copy of each article/paper/handout and complete the article summary sheet for each article.
  - The article can be about a specific disability within the category. Look in your text for subject ideas. For instance, a “low incidence” disability could be Cerebral Palsy.
  - Make sure you keep the article citation (Web address or book or journal) so that you can include the citation on your article summary form.
  - Summarize the strategy and its use as described in the article/paper.
  - For the justification section of the form, just justify why you picked this particular article over all the others available (what was unique about this article or how does this particular article relate to your field of teaching).

NAME \_\_\_\_\_

### **ARTICLE SUMMARY**

Article

Citation: \_\_\_\_\_

Subject: \_\_\_\_\_

Summary of Article:

Justification (why I chose this article and how I will use it in my classroom):

## Intervention Portfolio Rubric

Name \_\_\_\_\_

### Location of articles

<b>Developing</b>	<b><u>Acceptable</u></b>	<b>Excellent</b>
Student located only one article for a category. Does not include a copy.	Student located two articles per category. Includes a copy of each.	Student located two articles for most categories, and more than two articles for a few categories. Includes a copy of each.

### Quality of articles

<b>Developing</b>	<b><u>Acceptable</u></b>	<b>Excellent</b>
Inadequate in all three components (relevance, quality, and uniqueness).	-Two of the three components are present (relevance, quality, and uniqueness). (20 points)	-Articles are highly relevant to the disability category. -Articles are of superior quality. -Articles provide unique contributions.

### Summaries: Content

<b>Developing</b>	<b><u>Acceptable</u></b>	<b>Excellent</b>
Summaries provided poor coverage of the topic.	Summaries provided sufficient coverage of the topic.	Summaries provided in-depth coverage of the topic.

### Justification

<b>Developing</b>	<b><u>Acceptable</u></b>	<b>Excellent</b>
Reflection fails to identify the student's opinion about the article, and there is no clear identification of how teachers should integrate the information.	Reflection includes a clear description of the student's opinion about the article with clear identification of how teachers should integrate the information.	Reflection includes a clear description of the student's opinion about the article with clear identification of how teachers should integrate the information. Multiple specific examples are presented.

### Summaries: Structure and Mechanics

<b>Developing</b>	<b><u>Acceptable</u></b>	<b>Excellent</b>
-Written work has serious weaknesses in organization and clarity, OR -Written work contains serious grammatical or typographical errors. -Misuse of APA style was present throughout the paper.	-Written work is adequate in organization and clarity, OR -Written work has minimal grammatical or typographical errors. -Student used APA style appropriately throughout most	-Written work is well-organized and clear. -Written work has no major grammatical or typographical errors. -Student used APA style appropriately throughout the entire paper.

	of the paper.	
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# Course Material Submission Form

## Instructions and notes

1. Submit completed forms to [atpanels@regents.state.oh.us](mailto:atpanels@regents.state.oh.us).
2. Use this form to define course matches and to submit new or revised course materials for faculty panel review. Please do not submit a form for multiple OANs or Courses.
3. For course renumbering and credit hour revision, remember to withdraw the old match.
4. For course renumbering and credit hour revision, you may want to include information about how the new numbers relate to the old in the Institutional Notes to the Faculty Panel.
5. Click check boxes to check the item. Text fields will expand as you enter information. Press tab to move forward through form. Press Shift-tab to move backward. Note that these tables are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form. It is possible to paste tables as nested tables. Use the Edit Menu "Paste as Nested Tables" selection.
6. Once you are done entering your information, save the data file. Under the File menu, choose "Save as" and then enter the name (no spaces!) of the file using the following naming conventions:
  - a. For course material submissions: Institution-OAN-Course Number- Sequence-Version. Institution is the 4 character HEI institution designation. OAN is the Ohio Articulation Number whose match is being defined or revised. Course Number is the transcript course number. Sequence is an indication of which course of a multi-course match is addressed in this form. The sequence is of the form (n of m) for an m-course match. For example, 1 of 1 for a single course match or 1 of 2 and 2 of 2 for a 2 course match. Version is a number indicating the revision number of this submission. Start with "Ver1" for the first time submission and include the "Ver".

### Example:

If you are submitting course materials for Rhodes Community College MATH110 for OMT005 the name of the file would be LMTC-OMT005-MATH110-(1 of 1)-Ver1.

If you are submitting course materials for Rhodes Community College MATH111 and MATH112 for OMT006 the name of the files would be LMTC-OMT006-MATH111-(1 of 2)-Ver1 and LMTC-OMT006-MATH112-(2 of 2)-Ver1.

**7. Course materials must be submitted according to timelines below:**

Considering the submissions of new courses for TAG matches, our goal is to work toward a timeline as follows:

<b>Submit Course Material:</b>	<b>Start of Term 1</b>
<b>Faculty Panels Review Submitted Courses:</b>	<b>During Term 1</b>
<b>Approved course is effective:</b>	<b>Start of Term 2</b>
<b>Approved course is matched for transcript processing:</b>	<b>Term 3</b>

A new match will have to be approved according to the timeframes below:

**Course Approval Sample Timelines**

**Quarter Institutions**

	<b>Summer</b>	<b>Autumn</b>	<b>Winter</b>	<b>Spring</b>
<b>Course Material Submitted for Review</b>	<b>By 6/1</b>	<b>By 8/15</b>	<b>By 1/1</b>	<b>By 3/1</b>
<b>Faculty Panel Reviews Completed</b>	<b>By 8/1</b>	<b>By 12/31</b>	<b>By 2/28</b>	<b>By 5/31</b>

**Semester Institutions**

	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>
<b>Course Material Submitted for Review</b>	<b>By 6/1</b>	<b>By 8/15</b>	<b>By 1/1</b>
<b>Faculty Panel Reviews Completed</b>	<b>By 8/1</b>	<b>By 12/31</b>	<b>By 5/31</b>

8. If you want to submit supplementary supporting documentation, you may do that. Simply send the file along with this form and name the supplementary file Institution-OAN-Course Number-Supplement. Institution, OAN, and Course Number are as described in Number 6 above. Include the word "Supplement". Just be sure to reference the supplement from the appropriate spot in this document.
9. Remember that all institutions are required to have at least one course match for each OAN in all TAGs for which they have corresponding programs.
10. This form should be used for all submissions or resubmissions starting immediately.
11. If you encounter problems or have questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 [jginzer@regents.state.oh.us](mailto:jginzer@regents.state.oh.us)  
 Sam Stoddard (614) 752-9532 [sstoddard@regents.state.oh.us](mailto:sstoddard@regents.state.oh.us)  
 Candice Grant (614) 644-0642 [cgrant@regents.state.oh.us](mailto:cgrant@regents.state.oh.us)

